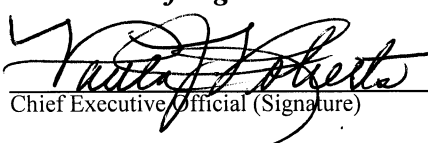


RFP COVER PAGE

2010 No Child Left Behind: Oregon University/School Partnership Program

Applicant Organization (lead institution in the eligible partnership) University of Oregon		
Address: 5219 University of Oregon, Eugene OR 97403-5219		
Project Director:	Lynne Anderson-Inman	Title: Principal Investigator
Tel: 541-346-2657	Fax: 541-346-2565	E-mail: lynneai@uoregon.edu
Fiscal Contact	Sheryl Powell	Title: Grants Financial Manager
Tel: 541-346-5133	Fax: 541-346-5138	E-mail: Sheryl@uoregon.edu
Title of Project: Project DIRECT: Distance Innovations for Rural Educators using Communication Technologies		
<p>Brief Description of Project:</p> <p>Project DIRECT is a collaborative effort between (a) two professional development arms of the College of Education at the University of Oregon (the Center for Advanced Technology in Education and the Oregon Writing Project); (b) two academic departments in the College of Arts and Sciences at the same institution (English and Journalism), and (c) five high-need rural school districts in three southern Oregon counties: Jackson County, Coos County and Curry County. Teacher and administrator participants in Project DIRECT will be engaged in a high quality, two-year, professional development program designed specifically for educators in Oregon's high need rural schools K-12. The purpose of Project DIRECT is to support rural teachers and administrators in their efforts to improve students' content-area literacy skills while also preparing students to read, write, and study using 21st century tools and resources. Project DIRECT is founded on the recognition that teachers and administrators in rural schools face unique challenges when it comes to finding and accessing professional development opportunities. The project has been designed to address these challenges by providing personalized professional development opportunities that combine local, short term, intensive face-to-face institutes with long term mentoring and assistance using advanced technologies to build community and provide ongoing support. Online tools and technologies are therefore both a focus of professional development instruction in Project DIRECT and also an environment in which to learn about and share new instructional skills with colleagues</p>		
<p>Total grant funds requested: \$ 198,845</p> <p>Length of project: 24 months</p> <p>Project start date: 05/01/2010</p> <p>Year 1 funds requested (for projects up to 2 years) \$ 99,935</p>		<p>Number of Participants</p> <p>40 Teachers</p> <p>10 Principals</p> <p>4 Other (specify) Teacher Consultants</p>

This proposal complies with all policies/regulations and carries the full endorsement of this institution of higher education.


Chief Executive/Official (Signature)

Associate Vice President of Research and Director of the
Office of Research Services and Administration

Title

Date

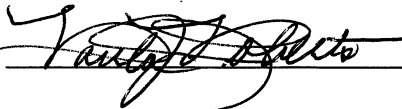
4/8/10

STATEMENT OF ASSURANCES

The applicant assures and certifies compliance with the regulations, policies, guidelines, and requirements as they relate to the acceptance and use of federal funds for this federally funded program. Also, the applicant assures that:

1. Funds derived from Title II, Part A, the Teacher and Principal Quality Training and Recruiting Fund Program, will be used only for the purposes for which they are granted.
2. The applicant will comply with Title VI of the Civil Rights Act of 1964 and all regulations issued by the Department of Education, pursuant to the chapter, to the end that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance.
3. The applicant will comply with Title IX of the Education Amendments of 1972 (P.L. 92-318) and all regulations issued by the Department of Education, pursuant to the title, to the end that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be denied employment in, or be subjected to discrimination under any education program or activity receiving federal financial assistance.
4. The applicant will comply with OAR 581-015, 581-21-045, and 581-21-049, Discrimination Prohibited, issued by the State Board of Education, and ORS 326.051 and ORS 659.150, and 580-15-005, 580-15-010, and 580-15-015, issued by the State Board of Higher Education pursuant to these laws, to the end that no person in Oregon shall, on the basis of age, handicap, national origin, race, marital status, religion, or sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity administered or authorized by the State Board of Education or State Board of Higher Education.
5. The applicant will comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment - Public Law 93-380) and all regulations issued by the Department of Education, pursuant to this Act.
6. The applicant will use funds only to supplement and, to the extent practicable, increase the level of funds from non-Federal sources that would, in the absence of funds made available for the purposes of the project, and may not use funds made available under this part to supplant funds from non-Federal sources.
7. Federal funds made available for the proposed program will ensure the equitable participation of private elementary and secondary school teachers in the purposes and benefits of the USP Program.
8. The applicant will make such reports to the State Higher Education Agency, in such form and containing such information, as may be reasonably necessary to enable the agency to perform its duties under this title, and will keep such records and afford such access thereto as the state education agency may find necessary to assure the correctness and verification of such reports.

Signature of Chief Executive Officer



Title: Associate Vice President for Research and Director of the Office of Research Services and Administration

Date:

4/8/10

USP BUDGET FORM – Year 1

The budget must be split out by partner (same partners as listed on the Partnership Profile Form) so it can be easily seen that no single partner is using more than 50% of the project budget. If you are proposing a project for up to 24 months, provide a budget for each year (Projects in this RFP must end by 6/30/2012).

	Partner 1 Fiscal Agent	Partner 2 CAS	Partner 3 Rogue River SD	Partner 4* OWP
1. Salaries & Wages	\$9,719	\$12,004		\$10,920
2. Employee Benefits	\$4,165	\$6,402		\$874
3. In-State Travel	\$1,778	\$1,778		
4. Stipends; tuition (exempt from indirect)			\$5,000	\$15,400
5. Materials & Supplies	\$2,140	\$1,791	\$366	
6. Other (specify)	\$320		\$1,600	
7. Total direct costs	\$18,122	\$21,975	\$6,966	\$27,194
8. Indirect costs @ 8% (not available on #4)	\$1,450	\$1,758	\$157	\$943
Total Requested	\$19,572	\$23,733	\$7,123	\$28,137
Cost Sharing by Local Education Agencies (School Districts)				
Cost sharing by other groups in the partnership				

* Add additional columns per partner

- ☐ Check here for assurance that no single participant in the eligible partnership will use more than 50% of the grant funds made available to the partnership.

USP BUDGET FORM – Year 1 Continued

The budget must be split out by partner (same partners as listed on the Partnership Profile Form) so it can be easily seen that no single partner is using more than 50% of the project budget. If you are proposing a project for up to 24 months, provide a budget for each year (Projects in this RFP must end by 6/30/2012).

	Partner 5 Phoenix-Talent SD	Partner 6 Bandon SD	Partner 7 Port Orford SD	Partner 8 Southern ESD
1. Salaries & Wages				
2. Employee Benefits				
3. In-State Travel				
4. Stipends; tuition (exempt from indirect)	\$5,000	\$5,000	\$5,000	\$5,000
5. Materials & Supplies	\$366	\$366	\$366	\$366
6. Other (specify)	\$1,600	\$1,600	\$1,600	\$1,600
7. Total direct costs	\$6,966	\$6,966	\$6,966	\$6,966
8. Indirect costs @ 8% (not available on #4)	\$157	\$157	\$157	\$157
Total Requested	\$7,123	\$7,123	\$7,123	\$7,123
Cost Sharing by Local Education Agencies (School Districts)				
Cost sharing by other groups in the partnership				

* Add additional columns per partners

*Check here for assurance that no single partner in the eligible partnership will use more than 50% of the grant funds made available to the partnership.

USP BUDGET FORM – Year 2

The budget must be split out by partner (same partners as listed on the Partnership Profile Form) so it can be easily seen that no single partner is using more than 50% of the project budget. If you are proposing a project for up to 24 months, provide a budget for each year (Projects in this RFP must end by 6/30/2012).

	Partner 1 Fiscal Agent	Partner 2 CAS	Partner 3 Rogue River SD	Partner 4* OWP
1. Salaries & Wages	\$6,670	\$8,306		\$11,466
2. Employee Benefits	\$2,782	\$4,368		\$917
3. In-State Travel	\$1,778	\$1,778		
4. Stipends; tuition (exempt from indirect)			\$7,000	\$17,400
5. Materials & Supplies	\$2,016	\$1,791	\$570	
6. Other (specify)	\$320		\$1,500	
7. Total direct costs	\$13,566	\$16,243	\$9,070	\$29,783
8. Indirect costs @ 8% (not available on #4)	\$1,085	\$1,299	\$166	\$990
Total Requested	\$14,651	\$17,542	\$9,236	\$30,773
Cost Sharing by Local Education Agencies (School Districts)				
Cost sharing by other groups in the partnership				

* Add additional columns per partner

- ☐ Check here for assurance that no single participant in the eligible partnership will use more than 50% of the grant funds made available to the partnership.

USP BUDGET FORM – Year 1 Continued

The budget must be split out by partner (same partners as listed on the Partnership Profile Form) so it can be easily seen that no single partner is using more than 50% of the project budget. If you are proposing a project for up to 24 months, provide a budget for each year (Projects in this RFP must end by 6/30/2012).

	Partner 5 Phoenix Talent SD	Partner 6 Bandon SD	Partner 7 Port Orford SD	Partner 8 Southern Oregon ESD
1. Salaries & Wages				
2. Employee Benefits				
3. In-State Travel				
4. Stipends; tuition (exempt from indirect)	\$7,000	\$7,000	\$7,000	\$7,000
5. Materials & Supplies	\$570	\$570	\$570	\$570
6. Other (specify)	\$1,500	\$1,500	\$1,500	\$1,500
7. Total direct costs	\$9,070	\$9,070	\$9,070	\$9,070
8. Indirect costs @ 8% (not available on #4)	\$166	\$166	\$166	\$166
Total Requested	\$9,236	\$9,236	\$9,236	\$9,236
Cost Sharing by Local Education Agencies (School Districts)				
Cost sharing by other groups in the partnership				

* Add additional columns per partners

***Check here for assurance that no single partner in the eligible partnership will use more than 50% of the grant funds made available to the partnership.**

PARTNERSHIP PROFILE FORM

Provide the name of your partner(s) below each of the eligible categories listed. At least one partner in each of categories 1-3 are required in order to comprise an eligible USP partnership. Partners in category 4 are optional. Indicate whether #1 or #2 will be the fiscal agent.

Our partnership will consist of:

(1) A state or private institution of higher education and the division of the institution that prepares teachers and/or principals <input checked="" type="checkbox"/> Fiscal Agent	(2) A School of Arts & Sciences <input type="checkbox"/> Fiscal Agent	(3) A high-need local education agency. See eligible LEAs in Attachment <i>If you will work with particular schools within the high-need LEA, list them and place a star (*) next to any partnering school that is “low performing” – did not meet AYP in English/LA or Math (see Appendix)</i>	(4) Another LEA, public or private school, public charter school, ESD, nonprofit cultural organization, another institution of higher education, school of arts and sciences within such an institution, division of such an institution that prepares teachers and principals, entity carrying out a preK program, teacher organization, principal organization, business.
Center for Advanced Technology in Education (CATE) College of Education, University of Oregon	English Department, College of Arts ad Sciences, University of Oregon	Rogue River School District, Rogue River, Oregon	Phoenix-Talent School District, Phoenix, Oregon
Oregon Writing Project (OWP), College of Education, University of Oregon	School of Journalism and Communication, University of Oregon		Bandon School District, Bandon, Oregon
			Port Orford-Langlois School District, Port Orford, Oregon
			Southern Oregon ESD, Medford, Oregon

UNIVERSITY OF OREGON - Center for Advanced Technology in Education**Project DIRECT**

May 1, 2010 through April 30, 2012

(04-07-10)

				YEAR 1		YEAR 2	
				2010-2011		2011-2012	
1. Salaries	Months	FTE	Annual	Sal	Benefits	Sal	Benefits
Project Director (AY) (Lynne Anderson-Inman)							
Year 1	9		89569	-	-		
Year 2	9		94047			-	-
Project Director (Summer) (Lynne Anderson-Inman)							
Year 1	3	0.10	29856	2,986	1,135		
Year 2	3	0.10	31349			3,135	1,191
Project Coordinator (Peggy Marconi)							
Year 1	12	0.20	54600	10,920	874		
Year 2	12	0.20	57330			11,466	917
Media Specialist/Web Developer (Alina Padilla-Miller)							
Year 1	12	0.20	40000	8,000	4,400		
Year 2	12	0.10	42000			4,200	2,310
Virtual World Specialist (Jonathon Richter)							
Year 1	12	0.10	67332	6,733	3,030		
Year 1	12	0.05	70699			3,535	1,591
CAS Faculty Partner (Suzanne Clark, Dept of English)							
Year 1	9	0.02	87439	2,000	900		
Year 1	9	0.02	91811		-	2,002	901
Journalism School Faculty Partner (Mark Blaine)							
Year 1	12	0.04	50093	2,004	1,102		
Year 1	12	0.04	52598			2,104	1,157
Salaries Direct Subt				32,642	11,440	26,442	8,067
SERVICE/SUPPLIES				YEAR 1		YEAR 2	
3. Travel				<i>number</i>	<i>amount</i>	<i>number</i>	<i>amount</i>
Summer institutes: Project staff \$629				3	1,887	3	1,887
Site Implementation: Trips to schools 628				3	1,884	3	1,884
4. Equipment							
5. Materials & Supplies				YEAR 1		YEAR 2	
Project Supplies					200		200
Copying & duplication (materials for teachers)					200		200
Expenses for Summer Institutes 51				32	1,632	52	2652
Management and media software for virtual world					50		20
Costs of building/modifying/maintaining virtual meetings rooms					500		300
Rental of "land" for virtual meeting places					1,000		1,000
6. Consultants/Contracts				<i>number</i>	<i>amount</i>	<i>number</i>	<i>amount</i>
Stipend: Virtual World Mentor (Tom Layton) 500				9	4,500	8	4,000
Virtual world guest presenters 250				8	2,000	8	2,000
8. Other (equip. rental, printing, etc.)							
Long distance phone charges					120		120
Postage					100		100
Web-Based Video conferencing fees					100		100
Room rental for Summer institutes \$1,500				1	1,500	1	1,500
S&S Direct Subtotal					15,673		15,963
Participant Support - excluded from F&A							
OWP Tech TC Academic Year Stipend 2000				4	8,000	4	8,000
OWP Tech TCs SI Stipend 600				4	2,400	4	2,400
SI stipends for teachers/principals \$500				25	12,500	45	22,500
AY stipends for teachers/principals 500				25	12,500	25	12,500
Participant Support Subtotal					35,400		45,400
Total Direct (MTDC)					59,755		50,472
Total Indirect (MTDC) 8%					4,780		4,038
Add Participant Support					35,400		45,400
Total GRANT FUNDS Requested					99,935		99,910

Budget Narrative
Project DIRECT: Distance Innovations for Rural Educators
Using Communication Technologies

1. Salaries

Project Director. (AY: 0.00 FTE requested from external funds, however the Project Director will incorporate the proposed activities into the university's annual support for her OWP activities. Funds are requested to offset .10 FTE for 3 summer months in Years 1 and 2. The Project Director has overall responsibility for project design, implementation and evaluation, assisted by project staff. The Project Director will provide executive support, fiscal management, and administrative oversight to all project staff, ensuring efficient project implementation and achievement of project objectives. The PD will serve as the project's liaison with the University's Office of Research Services Administration, the Oregon Department of Education, and the ensuring compliance with all federal and institutional regulations. In collaboration with the Project Coordinator and participating principals, the Project Director will be responsible for collecting, analyzing, and reporting data related to project objectives as well as USP priorities and performance standards.

Project Coordinator. (.20 FTE in Year 1 and .20 FTE in Year 2.) The Project Coordinator will manage implementation of the project in all participating schools. The Project Coordinator will assume primary responsibility for organizing the two Summer Institutes for participating teachers and principals and organizing the ongoing professional development support through webinars, workshops in virtual worlds, and mentoring from Tech TCs. In addition, the Project Coordinator will work with the Project Director to (a) collect, analyze, and report data related to project objectives as well as USP priorities and performance standards; and (b) coordinate meetings and input from members of the project's advisory board.

Media Specialist/Web Developer. (.20 FTE in Year 1 and .10 FTE in Year 2). The Media Specialist/Web Developer will create online tools and environments to support teacher participation in the Project DIRECT Online Community. This includes the project's social network or Ning where each participant will have a profile and be able to both blog about his/her experiences integrating technology into the curriculum and also post reading and materials to share with project colleagues.

Virtual World Specialist. (.10 FTE in Year 1 and .05 FTE in Year 2.) The Virtual World Specialist will advise on the design and development of the project's virtual meeting places, including rooms for the virtual workshop, rooms for break out sessions, and space for developing collegiality. The Virtual World Specialist will also identify speakers for in-world workshops and coordinate their presentations at project follow-up meetings. And finally the Virtual World Specialist will assist in the collection and archiving of data and products from virtual workshops and mentoring sessions, aligning them with project objectives and USP priorities and Performance Standards.

UO/CAS faculty: Two UO faculty will serve on the project's Advisory Board: Dr. Suzanne Clark from the Department of English and Dr. Mark Blaine from the School of Journalism. The Advisory Board will meet once per quarter for three hours. In addition, faculty partners will join discussions and events for participants in the project's virtual world community online. Funds are requested to provide salary of approximately \$2000/year for their time and effort on behalf of project activities.

Benefits

Fringe Benefits. Benefits are calculated by a formula provided by the University of Oregon. Benefits include FICA, retirement, worker's compensation, unemployment insurance, and life insurance.

2. Travel

Summer Institutes. Travel funds are requested to support 3 staff members to attend the 3 day Summer Institutes in Jackson County, OR. It is anticipated that the average cost per person will be \$629. This amount is designed to cover ground transportation (280 miles round trip at \$.50/mile), hotel lodging for three nights at government rates (\$111/night for 3 nights), and per diem for meals (\$52/day for 3 days).

Instate Site Implementation: Project Staff. Funds are requested for project staff to travel to participating school districts to support implementation. It is anticipated that each trip will cost an average of \$628. This includes 500 miles round trip at \$.50/mile; 2 nights at government rates (\$111/night for 2 nights - \$222) and per diem for 3 days (\$52/day for 3 days = \$156). Total cost per trip is estimated to be \$628. We have budgeted for 3 trips per year, each trip to different participating schools. These visits will be supplemented with web-based video conferencing, webinars, and in-world work sessions.

3. Equipment

No equipment costing \$5000 or more is requested for this project.

4. Materials and Supplies

Project Supplies. The cost of office supplies used in the University office include printer paper, project specific stationary, pens & pencils, blank audio and video tapes, and flash drives or CDs for video data storage are requested at a fixed-cost of \$200 each year and are based on our experience in previous school-based projects. These supplies will be used to support development of teacher and student instructional materials used in training. They will also be used to gather, store, and share data from project implementation, including participant interviews, participants' digital curriculum products, and participants' lesson plans.

Copying and Duplication. Reproduction costs for workshop materials and articles for principals, teachers and Tech TCs to read and discuss are estimated at \$200/year for Years 1 and 2.

Expenses for Summer Institutes Funds are requested to cover the cost of miscellaneous expenses (equipment rental, beverages, snacks etc.) associated with putting on the three-day Summer Institutes. It is estimated that these costs would total \$17/person/day, total \$51 per institute. In Year 1 funds are requested to cover these expenses for the 20 participating teachers, 5 principals, 4 Tech TCs, and 3 staff members (32 individuals). In Year 2 there is a total of 40 teachers, 5 principals, 4 Tech TCs, and 3 staff members (52 individuals).

Management and Media Software. Funds are requested to purchase and/or rent the software tools necessary to support the management of the project's virtual meeting place on EduIsland. The software includes software that enables various types of media presentations, data collection, and archiving of teacher products, as well as basic management of the virtual world facilities.

Costs of building/modifying/maintaining virtual meetings rooms. Funds are requested to support the creation and/or modification of the project's meeting place on EduIsland. These costs are estimated to be \$500 for Year 1 and nothing in Year 2.

Rental of land for virtual meeting places. Funds are requested to rent a portion of CATE's space on EduIsland or a portion of CATE Island. Rental fees are estimated to be \$500 per 6 month lease or \$1000/year.

5. Consultants/Contractors

Stipend for Virtual World Mentor. Funds are requested to pay Tom Layton to serve as Teacher Mentor for learning in virtual worlds. Tom will coordinate and provide the initial training for teachers and principals new to virtual worlds, teaching them the skills they need to benefit from training in virtual environments. He will also be on hand to mentor teachers as they prepare to present and share their work in the virtual follow-up workshops. Funds are requested at the rate of \$500/day.

Virtual World Guest Presenters. Teachers and principals will attend half-day virtual workshops on topics related to technology-supported literacy and learning throughout the academic year. Funds are requested to support 8 per year. These will be offered by professional development experts already skilled in teaching teachers in virtual settings (see narrative for a list), as well as Tech TCs mentored by the Virtual World Mentor (see above). Funds are requested to pay these presenters \$250 for preparation and presentation of a 2 hour workshop.

6. Construction

No construction expenses are requested for this project.

7. Other

Long Distance. Long distance charges will be generated to allow project staff members and collaborating teachers, administrators, and others involved in the project to consult in one-on-one and conference calls.

Postage. Many of our materials will be distributed online, reducing the need for postage. Funds for postage are requested to cover a portion of our direct mail communications with the schools.

Web-based Video Conferencing Fee. Funds are requested to cover the costs of provide follow-up video conferences and webinars. It is estimated that the project will require \$100/year to support the various school to school and staff to participants video conferences necessary for ongoing support and technical assistance.

Room Rental for Summer Institutes. Funds are requested to support the rental of a conference room in Jackson County for the three-day Summer Institutes. It is estimated that rental costs will be \$500/day, and therefore \$1500 for the 3-day period each year.

9. Participant Support

Stipends Technology Teacher Consultant (Tech TC) for Academic Year. The Oregon Writing Project state network will provide certified Technology Teacher Consultants (Tech TCs) to mentor and provide technical assistance to participating teachers and principals. Each Tech TC is an active teacher leader and will work with teachers and principals via email and phone, or meet with them in the project's virtual office. An annual stipend of \$2000 to cover time spent on the project outside of their normal work-day (e.g. summer and weekend institutes, preparation for hands-on workshops, materials development, data collection, consulting with Project Coordinator and Tech TC Coordinator).

Tech TC Stipends for Summer Institute. Stipends are requested to support 4 Tech TCs to attend the 3-day Summer Institutes in Jackson County, OR. These funds are to be used by Tech TCs to support their travel, hotel, and meals during the 3-day Summer Institute. Funds are requested for \$600 per person.

Summer Institute Stipend for Teachers/Principals. Funds are requested to support teachers and principals to attend the 3 day Summer Institutes in Jackson County, OR. These funds are to be used by participants to support their travel, hotel, and meals during the 3-day Summer Institute. Funds are requested for \$500 per person: 20 teachers and 5 principals in Year 1, 40 teachers and 5 principals in Year 2.

Academic Year Stipends for Teacher and Principals. Funds are requested to support teachers and principals involvement in the workshops and other professional development opportunities throughout the academic year. These funds can be used by teachers to pay for tuition to the UO for 4 credits if desired or to pay substitutes for release time to work on curriculum.

10. Indirect Costs.

Indirect Charges. Indirect costs of 8% are charged by the University of Oregon for training grants. This is applied to all direct costs except participant support - stipends paid directly to teachers and principals, as well as Technology Teacher Consultants (Tech TCs).

No Child Left Behind: Oregon University/School Partnership Program

Joint Effort Document

The proposal must reflect a joint effort between a department/school/college of education, a department/school/college of arts and sciences and a high-need local education agency (LEA). This federal requirement is intended to ensure that program activities integrate needed teaching skills with substantive content knowledge and that professional development activities are based on district and state needs and priorities.

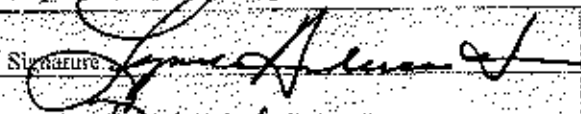
Joint effort can take a number of forms, ranging from informal discussions and planning for the project to full sharing of administrative and instructional responsibilities. For example, it may involve one or more of the following:

- Each unit is given an opportunity to provide comments/input in planning the project.
- Instructional staff members are drawn from each unit.
- Each unit plays a role in the evaluation of the project.

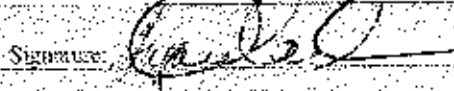
Statement of Joint Effort

This institution hereby provides assurances that this proposal reflects a joint effort and commitment between a department/school/college of education, a department/school/college of arts and sciences, and a high-need local education agency (LEA).

Representative of Department/School/College of Education (Dean or designee)

Signature: 	Printed Name: Lynne Anderson-Tuma
Title: Director	Date: 4/7/10
Department: Center for Advanced Technology in Education	

Representative of Department/School/College of Arts & Sciences (Dean or designee)

Signature: 	Printed Name: Suzanne Clark
Title: Professor	Date: April 7, 2010
Department: ENGLISH	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature:	Printed Name:
Title:	Date:
Department:	

**No Child Left Behind: Oregon University/School Partnership Program
Joint Effort Document**

The proposal must reflect a joint effort between a department/school/college of education, a department/school/college of arts and sciences and a high-need local education agency (LEA). This federal requirement is intended to ensure that program activities integrate needed teaching skills with substantive content knowledge and that professional development activities are based on district and state needs and priorities.

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Statement of Joint Effort

This institution hereby provides assurances that this proposal reflects a joint effort and commitment between a department/school/college of education, a department/school/college of arts and sciences, and a high-need local education agency (LEA).

Representative of Department/School/College of Education (Dean or designee)

Signature: <u>[Signature]</u>	Printed Name: <u>MARK BLANK</u>
Title: <u>INSTRUCTOR</u>	Date: <u>4-7-10</u>
Department: <u>SCHOOL OF JOURNALISM + COMMUNICATION</u>	

Representative of Department/School/College of Arts & Sciences (Dean or designee)

Signature: _____	Printed Name: _____
Title: _____	Date: _____
Department: _____	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature: _____	Printed Name: _____
Title: _____	Date: _____
Department: _____	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature: <i>Harry P. Vanikidis</i>	Printed Name: <i>Harry P. Vanikidis</i>
Title: <i>Superintendent</i>	Date: <i>4/5/2010</i>
Department: <i>Rogue River School District</i>	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature:	Printed Name:
Title:	Date:
Department:	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature:	Printed Name:
Title:	Date:
Department:	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature:	Printed Name:
Title:	Date:
Department:	


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FROM :

FOX NO. 1541-762-2993

Apr. 02 2010 02:55PM P2

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature: 	Printed Name: Ben Berggren
Title: Superintendent	Date: April 5, 2010
Department: Phoenix-Talent School District #4	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature:	Printed Name:
Title:	Date:
Department:	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

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Department:	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

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Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature: <i>[Signature]</i>	Printed Name: <i>Mick Lane</i>
Title: <i>Superintendent</i>	Date: <i>4/5/10</i>
Department: <i>Port Orford/Langlois School District 203</i>	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature:	Printed Name:
Title:	Date:
Department:	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature:	Printed Name:
Title:	Date:
Department:	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

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Title:	Date:
Department:	

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Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature: <u>Diana Bache</u>	Printed Name: <u>Diana</u>
Title: <u>Superintendent</u>	Date: <u>4/6/2010</u>
Department: <u>Brandon School District</u>	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature:	Printed Name:
Title:	Date:
Department:	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature:	Printed Name:
Title:	Date:
Department:	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature:	Printed Name:
Title:	Date:
Department:	

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Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature: <i>Kathleen McCallum</i>	Printed Name: <i>Kathleen McCallum</i>
Title: <i>Director of School Improvement</i>	Date: <i>4/6/10</i>
Department: <i>School Improvement</i>	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature: _____	Printed Name: _____
Title: _____	Date: _____
Department: _____	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

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Title: _____	Date: _____
Department: _____	

Representative of High-Need Local Education Agency (LEA) (Superintendent or designee)

Signature: _____	Printed Name: _____
Title: _____	Date: _____
Department: _____	

NOTE: Recognizing that collecting signatures from multiple school districts on one document may be logistically difficult, the Joint Effort Document will count as only one page of the 25-page limit.

Project DIRECT: Distance Innovations for Rural Educators using Communication Technologies

Project DIRECT is a collaborative effort between (a) two professional development arms of the College of Education at the University of Oregon (the Center for Advanced Technology in Education and the Oregon Writing Project); (b) two academic departments in the College of Arts and Sciences at the same institution (English and Journalism), and (c) five high-need rural school districts in three southern Oregon counties: Jackson County, Coos County and Curry County. Teacher and administrator participants in *Project DIRECT* will be engaged in a high quality, two-year, professional development program designed specifically for educators in Oregon's high need rural schools K-12. The purpose of *Project DIRECT* is to support rural teachers and administrators in their efforts to improve students' content-area literacy skills while also preparing students to read, write, and study using 21st century tools and resources.

Project DIRECT is founded on the recognition that teachers and administrators in rural schools face unique challenges when it comes to finding and accessing professional development opportunities. The project has been designed to address these challenges by providing personalized professional development opportunities that combine local, short term, intensive face-to-face institutes with long term mentoring and assistance using advanced technologies to build community and provide ongoing support. Online tools and technologies are therefore both a focus of professional development instruction in *Project DIRECT* and also an environment in which to learn about and share new instructional skills with colleagues.

Objectives and Activities

Key Objectives. Key objectives for *Project DIRECT* are listed below. For five high need rural school districts in Oregon, *Project DIRECT* will:

1. Improve teacher ability to adopt and integrate evidence-based practices related to technology-supported reading, writing, and studying across core content areas.
2. Improve principal knowledge and instructional leadership related to evidence-based practices for using technology to support reading, writing, and studying across core content areas.
3. Increase and improve student use of digital tools and online resources when reading, writing, and studying in core content areas.
4. Decrease professional isolation of participating rural educators by involving them in an online community using social networking, virtual meetings in an immersive environment, and other forms of technology-supported communication.
5. Increase the number of rural teachers rated "highly qualified" using federal definitions from No Child Left Behind.
6. Increase the percentage of students who meet state standards in reading and writing.

Key Activities to Achieve Objectives. *Project DIRECT* will provide an opportunity for teachers and administrators of rural, high need schools to participate in a two-year, intensive, and personalized professional development program using evidence-based practices to improve student reading, writing, and studying across the curriculum. Focus will be on evidence-based practices that enhance student use of digital tools and online resources for 21st century literacy and learning in core content areas. Professional development activities will be aligned with the nationally validated model of the National Writing Project (NWP) that asserts (a) reading and writing are fundamental to learning in all disciplines; (b) effective teachers of reading and writing are individuals who integrate reading and writing into their personal and professional lives, and (c) teachers learn best by working with both colleagues and teacher leaders in a collaborative community of learners. By developing individualized professional development

plans, participating teachers who are not rated “highly qualified” by NCLB standards may be able enhance their teaching credentials by working on projects and receiving credit that would make them eligible for “highly qualified” status.

The development and application of effective strategies for integrating technology-supported reading, writing, and studying into the curriculum will be supported through the use of both face-to-face Summer Institutes and online communication technologies that provide professional development follow-up and help to bridge the distance and isolation of educators in rural schools. The latter will be accomplished by building and sustaining the *Project DIRECT* online community of teachers, administrators, and mentors using the following web-based technologies: (a) a project *Ning* (an online platform that enables the creation of a specialized, password protected, social network for project participants); (b) project webinars (interactive online seminars appropriate for the learning of new strategies and tools), and (c) virtual workshops and sharing sessions (meetings held in an online immersive environment or virtual world where educators meet and interact through their avatars). The *Project DIRECT* community of rural educators will also be supported by more traditional means of communication such as phone calls and email, especially for one-on-one assistance by *Project DIRECT* Technology Teacher Consultants (Tech TCs).

Participating teachers and administrators from collaborating rural school districts will experience the following:

1. Two years of personalized professional development focused on the teaching of reading, writing, and studying using evidence-based practices for integrating technology into literacy instruction with an emphasis on improving learning across core content areas.
2. Two three-day professional development Summer Institutes. The first will be provided at the beginning of the program (Summer 2010) to provide a philosophical and instructional foundation for Cohort 1 (25 teachers and principals), as well as enable community building with project staff, colleagues from other participating rural schools, and teacher mentors (Technology Teacher Consultants or Tech TCs) from the Oregon Writing Project. Instruction and practice in the various forms of online tools to be used during the project to provide follow-up instruction and maintain community will be a priority during this institute. The second Summer Institute will be held in 2011 and will include the first cohort of 25 participants plus Cohort 2, another 20 teachers recruited from the same rural schools. Participants in Cohort 1 will share their experiences from the first year of the project and work with project staff and Tech TCs to provide the same philosophical and instructional foundation for Cohort 2 teachers, along with the training necessary to participate in the project’s online community (e.g., the Ning, the webinars, and the virtual workshops and sharing sessions).
3. Assistance in developing a personal Technology Enhancement Plan (TEP) based on a self-assessment of skills and interests, as well conversations with colleagues and Tech TCs about effective ways to integrate technology into their existing curriculum, with an emphasis on using technology-supported reading, writing, and studying to improve content-area learning. The TEP will also be developed with a focus toward helping teachers address Oregon’s Content and Performance Standards in the disciplines within which they teach. Where appropriate, the TEP will be designed to assist teachers to achieve ratings of “highly qualified”, using NCLB definitions.
4. Participation in multiple professional development opportunities interspersed over the two years, provided by leading experts in technology-supported literacy from the University of Oregon and OWP Technology Teacher Consultants (Tech TCs). These will be provided online using various forms of advanced technologies such as online readings and discussions

(using the *Project DIRECT* Ning), exemplary online instructional videos (*NWP's Digital Is, TeacherTube*), online professional development seminars (webinars), and participation in collaborative workshops and sharing sessions provided in a specially created virtual world on "EduIsland" in Second Life (an existing 3D immersive world where the UO's Center for Advanced Technology in Education leases "property" and conducts professional development events).

5. Phone and online access to a community of colleagues and assigned Tech TCs who will serve as mentors and technical support experts. *Project DIRECT's* Tech TCs are teachers with special expertise and experience in the adoption and integration of technology, as well as specialized training through the Oregon Writing Project to provide professional development to other teachers on tools and strategies for using technology to support literacy. They are committed to sharing and supporting the professional development progress of all participants and will be active members of the *Project DIRECT* online community.
6. Guidance and support as they share what they have learned with colleagues in their schools.
7. Participation in site-based monitoring activities designed to assess participant growth and evaluate the success of the professional development program.

For further detail about *Project DIRECT* activities, please see the *Project DIRECT* Timeline on pages 6 and 7. This includes a list of activities designed to enable project implementation and evaluation, arranged chronologically by year.

Scientifically Based Research

Research on Professional Development: Participants will be engaged in a professional development program built from evidence-based practices for successful improvements in content-area literacy instruction. In 1999 SRI International conducted research for the U.S. Department of Education on professional development of teachers and found six features to be characteristic of effective professional development programs (4). These include: (a) reform (focused on meaningful and authentic change); (b) duration (last long enough to result in a real change in behavior, not just improve understanding); (c) collective participation (emphasize community and working in site-based groups); (d) content focus (emphasize deepening participants' knowledge of content); (e) active learning (support active engagement in the analysis of their own teaching) and (f) coherence (encourage continued professional communication with other teachers.) The professional development approach adopted for Project DIRECT incorporates features aligned with the above recommendations. In addition, it is modeled after the successful and research-supported approach to professional development used by the National Writing Project (NWP). The National Writing Project's approach to professional development is the only approach specifically recommended by the No Child Left Behind Act. The following paragraphs specify how *Project DIRECT*, in adopting the NWP model for professional development, addresses each of the six recommendations detailed above.

1. **Reform.** The NWP emphasizes a "Teachers Teaching Teachers" model that "foregrounds expertise rooted in practice and elevates the peer to peer approach to learning rather than the expert to novice approach." (4) Project DIRECT will capitalize on the expertise of highly qualified teachers who are skilled in teaching reading and writing as well as experienced in mentoring other teachers to integrate technology into the language arts curriculum.
2. **Duration.** The NWP model for professional development is a process that includes four stages: awareness, planning, implementation and reflection. (14) "The National Writing Project avoids one-hit workshops and instant makeovers." (21) *Project DIRECT* is an intensive two year project in which teachers participate in a variety of professional development opportunities including two 3-day institutes, monthly half-day virtual

workshops, regular online sharing sessions, as well as personalized mentoring and technical assistance via email and phone.

3. **Collective Participation.** The NWP is one of the most successful teacher networks in the United States in part because it provides a model of how to foster learning communities of teachers. (18) *Project DIRECT* will emulate the network building of the NWP by fostering teacher networks within, between, and among participating sites through shared experiences and an online learning community using effective social networking practices and virtual meetings in 3D immersive worlds.
4. **Content Focus.** An NWP goal is to "disseminate to classroom teachers the best that is known about writing and the teaching of writing from practice and from research...The National Writing Project, by honoring both research and practice, can break down the wall that has long separated the world of teaching from the world of research." (6) *Project DIRECT* will provide professional development on evidence-based practices in the teaching of reading and writing in digital environments, some of which have emerged from NWP technology initiatives, some of which reflect the literature base on computer-supported reading and writing (3, 5, 10, 11, 12) and some of which have emerged from research at the University of Oregon (1, 2, 7, 13)
5. **Active Learning.** By promoting no single "right" approach to the teaching of writing, the NWP allows a critical examination of a variety of approaches from a variety of sources. (22) The NWP model encourages "posing problems and asking questions rather than providing prescriptive or prepackaged answers, offering teachers opportunities to respond to the particular needs of their urban, rural, or suburban contexts." (15) *Project DIRECT* will engage teachers and principals in developing new knowledge and skills related to school goals and state standards through hands-on activities, developing and sharing of lessons, peer feedback, as well as dialogues in an online social network and interactions in a 3D virtual world.
6. **Coherence.** The NWP encourages coherence in teachers' professional development by supporting continued professional communication among teachers and by incorporating experiences that are consistent with teachers' goals and aligned with state standards and assessments. (12) *Project DIRECT* will provide participating principals and teachers with opportunities to collaborate in the development of *Technology Enhancement Plans* aligned with teachers' individual skills and interests in adopting technology to support content-area reading, writing, and studying.

Research on the Impact of Technology on Student Writing: Participants will learn strategies for adopting and integrating digital tools and electronic writing environments as an evidence-based practice for improving writing. One of the primary recommendations of the National Commission on Writing is that new technologies be used to advance both the teaching and learning of writing (18). Research on the effect of computers on student writing shows high positive correlations between the use of computers and both the quantity and quality of student writing. A meta-analysis of 26 scientifically based quantitative research studies conducted over the last decade found that "on average, students who develop their writing skills while using a computer produce written work that is .4 standard deviations higher in quality than those students who learn to write on paper. On average, the effect of writing with computers on both the quality and quantity of student writing was larger for middle and high school students." (5) Research over the past two decades consistently finds that students writing on computers share their work more often with others; tend to make revisions while producing, rather than after producing, text; engage in revising their work throughout the writing process; and benefit from teacher input earlier in the writing process. (5) Organizations such as the National Writing Project promote the integration of technology-supported writing tools and strategies into the curriculum, in part based on research conducted at NWP sites around the country. ??

Research on the Impact of Supported eText on Student Reading. Participants will learn strategies for adopting and integrating "supported etext" as an evidence-based practice for improving reading comprehension. Because digital text is not static, it can be modified in ways

that increase comprehension and extend learning. This is called “supported etext” (2), where digital text (e.g., a word, phrase, paragraph, page, or document) is infused with additional text and/or media in ways that promote better understanding of what the author intended to communicate. These enhancements help struggling readers overcome the linguistic, conceptual, and comprehension hurdles found in text materials they need to read. Research on supported etext spans 20 years, with clear demonstration that certain types of supportive resources have a positive and pronounced impact on students’ literacy and learning (1, 7). This is also true for ELL students (3,16), students with disabilities (1), and other types of struggling readers (7). The National Center for Supported eText (NCSeT) at the UO coordinates research on supported etext at sites around the country (<http://ncset.uoregon.edu>). NCSeT’s conceptual framework provides evidence-based recommendations to teachers and principals participating in *Project DIRECT*.

Research on the Use of Technology to Support Student Studying. Participants will learn evidence-based strategies for using technology to study content-area material presented in both traditional book format, as well as on the Web. Over the last 20 years, researchers at the University of Oregon’s Center for Electronic Studying have investigated ways in which the computer and other forms of advanced technology can be used as study tools. These have been collected into a set of strategies known as Computer Based Study Strategies (or CBSS), and evaluated with diverse student populations for efficacy (26, 27, 28, 29). They have also been developed into an online course (CBSS 4U), evaluated as highly effective for struggling middle and high school students under grant funding from the U.S. Department of Education. Most recently, the Office of Special Education Programs (OSEP) and the Institute for Education Sciences (IES) have funded the Center for Electronic Studying to develop and evaluate strategies for reading and studying online. Known as Project SOAR (Strategies for Online Academic Reading), three groups of strategies have been created and evaluated: (a) Strategies for Locating and Evaluating Information Online, (b) Strategies for Reading and Synthesizing Information Online, (c) Strategies for Communicating and Sharing Information Online. Materials and online learning modules for all three sets are being tested in Oregon schools. *Project DIRECT* will provide participating teachers and principals access to information and training about these new evidence-based strategies for online studying in the 21st century.

Evidence on the Use of Social Networks and Virtual Worlds for Professional Development.

The use of social networking and virtual worlds for professional development has been called “transformative” by those who grasp their power to promote professional communities and support peer-to-peer distributed learning (30). Social networks such as a Ning can be used by educators to develop and share professional profiles; post and discuss products, readings, and presentations; and collaborate with individuals who are separated by vast geographic distances. The advantage of social networks for professional development is that they support digital self-expression, connecting real people doing professionally relevant things for authentic purposes. Virtual worlds go beyond social networking for developing professional communities by providing all members with an avatar who stands in for them at meetings and workshops and, as in Second Life, can communicate in real time with other members of the community through both text and voice. Even for professionals who know each other in “real” life, participation in a virtual world can augment their interactions through constructive and collaborative work (30, 31). Virtual worlds such as Second Life play a major role in the education programs of many universities (e.g., Harvard, Teachers College at Columbia), businesses (e.g., Xerox, Sun Microsystems) and professional organizations (International Society for Technology in Education). Although there are many virtual worlds on the market, some more suited to education than others, we have elected to use Second Life for these reasons: CATE already leases property on SL’s EduIsland, CATE has a building that can be modified to support virtual workshops, and project staff have the necessary expertise and experience. Furthermore, recent changes make SL more comfortable for new users, including a simplified orientation, the ability to choose real first names for professional avatars, and an interface that more easily connects to the 2D world of the Internet and better supports media rich product development and sharing.

Involvement of High Need LEAs

Project DIRECT will work with teachers and principals in five high need, rural school districts. All participating school districts are designated rural based on criteria used by the federal government to fund programs within the Rural Education Initiative Title VI-B. In addition, all schools meet at least two of the following criteria: (a) poverty level above 50% (based on percentage of free and reduced lunch); (b) percentage of classes taught by teachers not certified as “High Quality” above 20%; (c) poor performance on state tests of reading and/or writing; and (d) failure to make Annual Yearly Progress in Language Arts. Superintendents from participating districts have contributed to project planning and provide their full support to accomplishing project objectives. Appendix A has a more complete description of participating school districts.

1. **Rogue River School District** is in Jackson County and is on the list of *Oregon High-Need LEAs Eligible as Partners of USP Projects*. An average of 54.78% of the students in its four schools qualify for free or reduced lunch, with a range of 47.7% to 59.6%. Approximately 20.5% of its teachers were rated **not** highly qualified in 2008-09.
2. **Phoenix-Talent School District** is in Jackson County. The cities’ combined population is 4,855 of which 2800 are students attending its six public schools. An average of 56.6% of it’s the children qualify for free or reduced lunch, with a range of 48.7% to 68.3%.
3. **Bandon School District** is in southern Coos County. Last year Bandon served 794 students in its three schools and graduated 64 students. An average of 54.3% of Bandon’s students qualify for free or reduced lunch, with a range of 50.7% to 57.7%.
4. **Port Orford-Langlois School District** is the smallest and most isolated of our participating districts and is located in Curry County. An average of 62.9% of the students in its three schools qualify for free or reduced lunch, with a range of 52.5% to 70.1%.
5. **Southern Oregon Education Service District (ESD)** will serve as a recruiter for teachers from additional high need rural schools in southern Oregon. The ESD serves 13 school districts in Jackson, Josephine and Klamath Counties, many of them small and rural.

Involvement of UO Faculty from Arts and Sciences

Project DIRECT is a collaborative effort between faculty in the University of Oregon’s College of Education, College of Arts and Sciences, and School of Journalism and Communications. Dr. Suzanne Clark, professor in the English Department, and Dr. Mark Blaine, Instructor in the School of Journalism, have partnered with project staff from the Center for Advanced Technology in Education and the Oregon Writing Project at the University of Oregon to design and implement the proposed professional development program. Dr. Clark and Dr. Blaine will serve on the project’s Partner Advisory Board, which will meet for a half day each quarter (4 times per year) throughout the duration of the project. Representatives from the participating school districts will also participate in the Partner Advisory Board using the project’s teleconference and/or video-conference tools. The purpose for these meetings will be to discuss project implementation, review emerging data, and make any necessary midcourse alterations. In addition to serving on the Partners Advisory Board, UO faculty partners will attend and participate in a select number of the project’s virtual workshops and sharing sessions – engaging teachers in dialogue and reflection on their new instructional practices. And lastly, a doctoral student from the School of Journalism (Alina Padilla-Miller) will serve as the project’s Media Specialist and Webmaster. Bios for Drs. Clark and Blaine can be found in Appendix B.

Timeline

Project DIRECT requests funds for 24 months, beginning May 1, 2010 and ending April 30, 2012. Described below is a projected timeline for major project activities.

May 1, 2010 – August 2010

1. Inform partners of funding decision.

2. Recruit teachers and principals from participating districts for Cohort 1.
3. Hold Partners' Advisory Board meeting.
4. Design and develop the project's virtual seminar rooms at CATE in Second Life.
5. Make arrangements with other organizations on EduIsland to use their conference spaces for breakout rooms during the Summer Institutes and academic year workshops.
6. Collect self-assessment data on participating teachers' and principals' use of technology
7. Create the *Project DIRECT* Ning for participant networking and community building.
8. Plan the first three-day Summer Institute,
9. Develop training procedures & materials for using the Ning and meeting in Second Life.
10. Conduct the first three-day Summer Institute in Jackson County, OR.

September 2010 – December 2010

1. Work with teachers to individualized Technology Enhancement Plans (TEPs)
2. Hold monthly virtual workshops at CATE in Second Life
3. Provide individualized mentoring to support participant application of project strategies.
4. Provide discussion prompts for participants to respond to on the project Ning.
5. Hold a monthly sharing session for participants at CATE in Second Life
6. Add content and readings to the project's Ning

January 2011 – April 2011

1. Hold monthly virtual workshops at CATE in Second Life
2. Provide individualized mentoring to support participant application of project strategies.
3. Provide discussion prompts for participants to respond to on the project Ning.
4. Work with teachers to develop and teach lessons integrating digital reading and writing.
5. Hold a monthly sharing session for participants at CATE in Second Life
6. Add content and readings to the project's Ning
7. Recruit additional teachers from participating schools for Cohort 2.
8. Write annual report and submit to funding agency.

May 2011 – August 2011

1. Hold monthly virtual workshops at CATE in Second Life
2. Provide individualized mentoring to support participant application of project strategies.
3. Provide discussion prompts for participants to respond to on the project Ning.
4. Work with teachers to develop and teach lessons integrating digital reading and writing.
5. Hold a monthly sharing session for participants at CATE in Second Life
6. Add content and readings to the project's Ning
7. Collect self-assessment data on Cohort 2 teachers' use of technology
8. Plan the second three-day Summer Institute for both Cohort 1 and 2 teachers/principals.
9. Conduct the second three-day Summer Institute in southern Coos County.
10. Collect survey and interview data on Cohort 1 teachers/principals.

September 2011 – December 2011

1. Hold monthly virtual workshops at CATE in Second Life
2. Provide individualized mentoring to support participant application of project strategies.
3. Provide discussion prompts for participants to respond to on the project Ning.
4. Work with teachers to develop and teach lessons integrating digital reading and writing.
5. Hold a monthly sharing session for participants at CATE in Second Life
6. Add content and readings to the project's Ning

January 2012 – April 2012

1. Hold monthly virtual workshops at CATE in Second Life
2. Provide individualized mentoring to support participant application of project strategies.
3. Provide discussion prompts for participants to respond to on the project Ning.
4. Work with teachers to develop and teach lessons integrating digital reading and writing.
5. Hold a monthly sharing session for participants at CATE in Second Life
6. Collect survey and interview data from Cohort 2 teachers/principals.
7. Analyze data and write final report, submit to funding agency.
8. Hold celebratory virtual event at CATE in Second Life.

USP Performance Standards

Project DIRECT addresses 7 of the 9 USP performance standards. Below is a brief description of how the project addresses each standard and how it will be measured. Please note that these performance standards are activity-based, not outcome-based. For information on project outcomes, see the section entitled Key Expected Outcomes, page 10.

Standard 1: Is intensive, sustained, and ongoing. This standard will be met by providing professional development opportunities that annually include: (a) an intensive 3 day Summer Institute (21 hours), (b) eight half-day virtual workshops (28 hours); (c) mentoring and technical support (6 - 12 hours); (d) virtual sharing sessions and discussions (6 hours); and (e) participation in an online learning community approximately 1 hour a week (30 hours). We will document the professional development opportunities provided and levels of teacher participation. Teachers will also be able to earn 4 graduate credits through the UO.

Standard 2: Serve teachers and principals in Oregon's highest need schools and districts. This standard will be met by providing professional development opportunities to teachers and administrators in six high need, high poverty school districts. All participating schools face unique challenges due to their size and isolation. In addition, they meet at least two of the following criteria: (a) poverty level above 50%; (b) percentage of classes taught by teachers not certified as “High Quality” above 20%; (c) poor performance on state tests of reading and/or writing; and (d) failure to make Annual Yearly Progress in Language Arts.

Standard 3: Responsive to the teaching and learning needs identified in school and/or district professional development plans. This standard will be addressed by helping teachers develop individualized Technology Enhancement Plans (TEPS) for integrating digital reading and writing strategies across core content areas. These will reflect district and school professional development plans.

Standard 5: Provide significant opportunities for active learning. This standard will be met by providing the following types of active learning: (a) hands-on instruction in technology; (b) teacher development of lessons for integrating digital reading and writing into the curriculum; (c) teacher critique and refinement of lessons shared with peers; (d) reading, reflection, and discussion on relevant articles and books; (e) interactive online community building and (f) participation in a 3D immersive world for workshops and sharing. This standard will be measured by recording levels of active teacher participation in professional development opportunities offered.

Standard 6: Incorporate equity strategies. This standard will be met by providing professional development on evidence-based strategies that have proven effective with diverse student populations. Because improved reading and writing can have a positive impact on school performance in all subject areas, *Project DIRECT* is an ideal vehicle for providing ALL students with the tools and skills to achieve excellence. This standard will be monitored by analyzing student data from participating subgroups to detect improved performance related to standards and decreases in the differences between subgroups.

Standard 7: Utilize Oregon Content Standards. This standard will be met by aligning professional development activities and expectations for teachers products with state standards in reading and writing. This standard will be measured by examining teachers TEPs, workshop presentations/materials, and teacher lessons to ensure explicit alignment with standards.

Standard 8: Support the development and growth of learning communities. This standard will be addressed by developing and supporting an online learning community using various web-based tools for communication and collaboration across geographic distances. All project staff, Tech TCs, faculty partners, and teacher/principal participants will contribute to the project’s online Ning, participate in the virtual workshops and sharing sessions, and mentor each other’s efforts

to integrate technology-supported strategies for improving students' reading and writing across the curriculum. Standard 8 will be measured by recording the number and types of online opportunities for participants to meet, observe, and work together on project goals and materials.

Key Personnel

The following is a brief description of the key personnel involved in *Project DIRECT*. Appendix B includes a more expanded description of their professional expertise. Responsibilities for all project staff are outlined in the Budget Narrative, which also includes information on FTE.

Project Director: Dr. Lynne Anderson-Inman will serve as Project Director. She is Director of the Center for Advanced Technology in Education, a research and outreach center in the College of Education. She has directed numerous externally funded professional development projects, including two *Teaching American History* Projects (U.S. Dept. of Education), *Project WRITE* (USP) and *Project DRAW* (USP). She is an international expert on applications of technology to reading and writing, is a widely published author, and a frequent speaker at national conferences.

Project Coordinator: Peggy Marconi will serve as Project Coordinator. She is the Associate Director of the Oregon Writing Project (OWP) at the University of Oregon and Coordinator of the OWP's School Partnership programs. Recently retired from a career of teaching, Ms. Marconi taught middle school reading/language arts, directed Title I programs, and consulted with teachers on strategies for helping students with extreme learning problems. Ms. Marconi is also a member of the state DOE English/Language Arts Content Review Panel.

Media Specialist/Web Developer: Alina Padilla-Miller will serve as Media Specialist and Web Developer. Ms. Padilla-Miller has a Master's degree in Digital Media from the University of Washington and is currently an advanced doctoral student in the UO's School of Journalism, focusing on the intersection of digital communication, society, and identity. She is an experienced web designer and developer, with expertise on multiple software platforms, and a growing interest in communication and media for immersive virtual worlds.

Virtual World Specialist: Dr. Jonathon Richter will serve as the project's specialist in virtual world design and development. He will work with project partners to design & build virtual meeting spaces in Second Life for follow-up workshops, sharing sessions, and media displays. Dr. Richter is a Research Associate at the Center for Advanced Technology in Education where he directs two projects funded by NSF, both exploring the use of virtual worlds for education and training. He is also the chair of ARVEL, AERA's SIG on virtual environments for learning.

Virtual World Mentor: Tom Layton will serve as inworld mentor to project participants as they first immerse themselves into Second Life. Mr. Layton is a retired high school English teacher where he was a state and national leader in the adoption of technology for teaching and learning. Since 2006 he has been a part time resident of Second Life where he founded Undershaw Publishing (publishers of free 3D virtual books) and the Undershaw Academy (organizers of virtual workshops and field trips (called "safaris"). Mr. Layton is superbly skilled in mentoring first time users of Second Life and has designed effective training materials and procedures.

OWP Technology Teacher Consultants (Tech TCs): "Technology Teacher Consultants" (Tech TCs) from the Oregon Writing Project (OWP) will provide mentoring and technical assistance to project participants. Tech TCs are alumni of the OWP Summer Institutes and beneficiaries of additional Advanced Institutes designed to prepare them to be teacher leaders in technology-supported reading and writing, master teachers, and teacher mentors. Tech TCs recruited for this project have already served as professional development leaders in other OWP projects.

Examples of Relevant Successful Involvement by Partners

Center for Advanced Technology in Education (CATE): CATE is a research and outreach center in the University of Oregon's College of Education. Its mission is to investigate, evaluate, and disseminate effective strategies for using technology to enhance teaching and learning. *Project DIRECT* will benefit from more than 23 years of research and teacher outreach on the use of technology to improve reading and writing for struggling students. Recent professional development projects include two *Teaching American History* Projects (U.S. Dept. of Education), *Project TILT* (Eugene School District), and *the CBSS Outreach* (U.S. Dept. of Ed).

Oregon Writing Project: The Oregon Writing Project (OWP) is Oregon's affiliate with the National Writing Project (NWP) and has five sites across the state. *Project DIRECT* builds on OWP expertise and experience in providing outreach to schools in technology-based reading and writing including *Project WRITE* and *Project DRAW*, both funded by the USP. As with previous projects, *Project DIRECT* will benefit from an NWP funded initiative to develop a statewide pool of OWP teacher leaders skilled in providing professional development in technology-supported strategies for reading, writing, and studying (the "Tech TCs"). In 2009, the OWP was selected as one of six NWP sites to participate in a MacArthur funded project entitled *Digital Is*, designed to showcase OWP's exemplary technology-using teachers and Tech TCs (24).

Southern Oregon Education Service District (SOESD). The Southern Oregon ESD serves 13 school districts, over 100 buildings, 3,500 teachers and 49,579 students in Jackson, Josephine and Klamath Counties. The ESD's school improvement team offers school management consultation, on-site and regional professional development, regional consortiums, grant projects, and student programs. Unique to the Southern Oregon ESD is its emphasis on online learning. SOESD runs the very successful *Oregon Online*, specializing in distance education and credit bearing online courses for students, as well as professional development courses for educators. The program is accredited through the Northwest Association of Accredited Schools.

Key Outcomes Expected

The project's key outcomes are aligned with its five objectives. The table below lists the five major outcomes and indicators to be used to assess whether each outcome is achieved.

Expected Outcomes	Outcome Indicators
Improved teacher ability to adopt and integrate evidence-based practices related to technology-supported reading, writing, and studying across core content areas.	Pre and post assessments of knowledge and application related to evidence-based practices for integrating technology into reading, writing, studying; interviews with participants
Improved principal knowledge and instructional leadership related to evidence-based practices for using technology to support reading, writing, and studying across core content areas.	Pre and post assessments of knowledge and application related to evidence-based practices for integrating technology into reading, writing, studying; interviews with participants
Increased and improved student use of digital tools and online resources when reading, writing, and studying in core content areas.	Classroom observations, teacher/administrator interviews, sample units & lesson plans, pre and post student surveys of digital reading & writing
Decreased professional isolation of participating rural educators by involving them in an online community using social networking, virtual meetings in an immersive environment, and other forms of technology-supported communication.	Participation in online learning community events and sharing sessions; participant interviews, survey of professional perceptions of work environment and sense of collegiality.
Increased number of rural teachers rated "highly qualified" using federal definitions from No Child Left Behind.	Pre and post surveys of participating teachers; Individualized Technology Enhancement Plans

Special Criteria for Extra Consideration

Will impact teachers and/or principals in low performing, high need schools	YES
Will impact teachers and/or principals in under-represented geographic locations	YES
Will work with a significant number of high-need LEAs (3 or more)	YES

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Appendix

Institutional Partners

Rural School Partners

Letters of Support

Partners for Project DIRECT

Lynne Anderson-Inman – Director, Center for Advanced Technology in Education (CATE), College of Education, University of Oregon



Dr. Anderson-Inman Director of the UO's Center for Advanced Technology in Education (CATE), the Center for Electronic Studying (CES), the Oregon Writing Project at the UO, and the National Center for Supported eText (NCSeT). She has been on the College of Education faculty since 1982 and intimately involved with its teacher education programs. She is an internationally recognized expert on the use of technology to improve reading, writing, and studying, with special emphasis on strategies to enhance the academic success of struggling adolescent and adult learners. She has directed more than 27 externally funded multi-year projects, contributes regularly to the research literature, and is a frequent speaker at national conferences.

Suzanne Clark – Professor, Department of English, University of Oregon



Dr. Suzanne Clark is a Professor in the Department of English, College of Arts and Sciences at the University of Oregon. Since coming to the UO in 1980 she has been concerned about issues of rural schooling and literacy, and has supervised student teachers in rural placements as part of the department's *Literacy Initiative*. Based on a major research project on rural schools she published several articles discussing gendered discourse in rural schools including *A Woman's Place and the Rural School: Discourse and Reform* (1990). Other publications include *Cold Warriors: The Crisis of Manliness and the Rhetoric of the West* (2000); *Sentimental Modernism: Women Writers and the Revolution of the Word* (1991).

Mark Blaine – Instructor, Journalism and Communication, University of Oregon



Dr. Mark Blaine is an award-winning writer, investigative reporter and editor. His focus in the School of Journalism and Communication is on storytelling and new media, and over the past five years, he has worked to develop wiki, blog and content-management-based systems for basic reporting and information gathering courses. He also advises Flux Magazine and has worked to adapt it from a print-only publication to a web-centered, social-media wired experience for SOJC students. He was previously the editor of Forest Magazine, a national environmental magazine dealing with public land policy issues. Blaine worked for four years at the Asheville (N.C.) Citizen-Times as an editor and investigative reporter in the mid 1990s. Blaine is the author of *Whitewater: The Thrill and Skill of Running the World's Great Rivers* (Black Dog and Leventhal, 2001) and was a ghost writer for *To the Sea* (Black Dog and Leventhal, 2000). His work has also appeared in *Canoe and Kayak*, *Oregon Humanities*, and *Oregon Quarterly*.

Rural School District Partners

For Project DIRECT

Rogue River School District is located in Jackson County and is a high needs school district of 1,059 K-12 students in 4 schools: *Evans Valley Elementary, Rogue River Elementary, and Rogue River Middle School*. These schools serve a diverse population, approximately 60% of whom live in poverty. Non-highly qualified teachers comprise 20.5% of the faculty. On our state's most recent test scores, these schools scored below the state average on all areas tested on the OAKS. Teachers in this small community face a lengthy drive to the nearest university for professional development, making on-going individual professional development difficult to pursue. Teachers describe their rural community as a great place to be. Professional development on-line will provide them with the best of both worlds.

Phoenix-Talent School District is also located in Jackson County and is a school district. The Phoenix-Talent School District serves 2800 students in 6 six schools. Of these *Phoenix Elementary and Talent Middle School* meet the high poverty eligibility criteria of NCLB. A high percent of the students served by Phoenix-Talent live in poverty. In one elementary school 68.3% of their students qualify for free and reduced lunch. Over all 49.6% of the student population is considered economically disadvantaged. On our state's most recent state scores, Phoenix-Talent students scored below the state average in all areas and, proficiency over-time, has declined in reading scores with the exception of the 10th grade.

Bandon School District is located in southern Coos County and is considered a small school by census bureau definitions and well below the state enrollment averages. Bandon serves 794 students, k-12, in three schools: *Bandon HS, Harbor Lights Middle School, and Ocean Crest Elementary*. In 2008-09, more than half of the students in Bandon qualified for free or reduced lunch. Our state's most recent test scores indicate 66% of Bandon's students did not meet the writing standard, making this an important SIP goal for the district. Like our other rural schools, teachers in Bandon are several hours away from the nearest university. The superintendent says that participation in an individualized professional development program would be a welcome opportunity for these rural teachers.

Port Orford-Langlois School District in Curry County is the smallest and most isolated of all school districts to be served by *Project DIRECT*. Curry County, one the Oregon's most southern counties, covers 1,648 square miles and is bordered by 101 miles of coastline. This school district serves 391 students in its three schools: *Blanco School, Driftwood Elementary, and Pacific High School*. The school district graduated 27 students last year. Port Orford-Langlois qualifies as a high needs district with free and reduced lunch participation as high as 78.1% and non-highly qualified teachers greater than 2.5%. Teachers of this area must travel more than three hours to the nearest university. The Superintendent of Port Orford-Langlois indicated that an English teacher on staff is eager to join the project's first cohort and enjoy an increased sense of collegiality with teachers from other districts.

Southern Oregon Education Service District (SOED) serves 13 school districts, over 100 buildings, 3,500 teachers and 49,579 students in Jackson, Josephine and Klamath Counties - a 10,600 square mile geographic area. The Southern Oregon ESD's school improvement team is a dynamic group of educators providing support for schools by offering school management consultation, on-site and regional professional development, regional consortiums, grant projects and student programs. The SOED School Improvement Team has volunteers to identify additional teacher participants from high need rural school districts in their service area. Virginia Petit, Director of the SOED School improvement Team and Coordinator for On-line Learning will participate in *Project DIRECT* as one of five administrators in Cohort 1. This will provide additional local expertise that can be used to recruit teachers and administrators in rural schools throughout the ESD's service area.



UNIVERSITY OF OREGON

April 6, 2010

Review Committee
No Child Left Behind: University/School Partnerships Program
Teaching Research Institute

Dear Review Committee:

I am writing to express my full and complete support for ***Project DIRECT: Distance Innovations for Rural Educators using Communication Technologies***. As a professor in the Department of Education Studies and Director of the Center for Advanced Technology in Education (CATE), I can assure you that the University of Oregon's College of Education has the human and technological resources necessary to implement this ambitious professional development program. If funded, *Project DIRECT* will provide high quality professional development opportunities to teachers and principals in five, high need, rural school districts in two Oregon counties: Jackson County and Coos County.

As Project Director, I will contribute whatever time and energy it takes to accomplish all five of the project's objectives in a cost efficient and timely manner. During the academic year, my responsibilities as Project Director will be integrated with my role as Director of the Oregon Writing Project (OWP) for which the university provides me with .15 FTE release time. In that capacity I am responsible for building and maintaining partnerships with local school districts, with an emphasis on expanding and improving their programs in technology-supported reading and writing. In addition, I am budgeted for .10 FTE for the summer months. In short, I will do all that is in my power to enhance project outcomes and ensure effective project management.

We are excited about working with teachers and principals from these rural school districts and have designed Project DIRECT to reduce the professional isolation of rural educators. In addition, the project is designed to improve student achievement by enhancing their abilities to read, write, and study while simultaneously teaching them to use 21st century tools in the classroom and online. Increased content-area literacy is fundamental to reducing the achievement gap between mainstream and marginalized students, and increased technology skills can help bridge the gap between students who are economically disadvantaged and those who are not.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lynne Anderson-Inman".

Lynne Anderson-Inman, Ph.D.
Director, Center for Advanced Technology in Education

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UNIVERSITY OF OREGON

College of Arts and Sciences

APRIL 6, 2010

To: Lynne Anderson Ph.D.
Center for Advanced Technology in Education
University of Oregon; Eugene, Oregon

From: Suzanne Clark, Ph.D.
Professor English Department
University of Oregon

Re: Project DIRECT

As Professor of English at the University of Oregon, I fully support and encourage the funding of *Project DIRECT: Distance Innovations for Rural Educators using Communication Technologies*, a proposal to the *Title II A University School Partnership* program for Oregon teachers and administrators. I sincerely look forward to participating on the project's advisory board; I will gladly attend quarterly Advisory Board meetings; and I'll be happy to provide additional assistance around issues that emerge between meetings

Since I came to Oregon in 1990, issues around rural schooling and literacy have held a special and central place in my research and professional experiences. Each year, I teach a class entitled, *Theories of Literacy*, at the University, and I'm a continuing participant in the English Department's Literacy Initiative, which sends university students to the field, including to rural areas to work as interns on literacy projects. In the past, it's been my pleasure to supervise many student teachers as they endeavor to teach literacy in rural schools. I completed a major research project on rural schools, resulting in several publications and presentations, including:

A Woman's Place and the Rural School: Discourse and Reform." *Genders* 8 (Summer1990): 78-90.

"Gendered Discourse and Rural School Teachers." Pacific Northwest American Studies Association Conference 1989.

Language Association. Oconomowoc, Wisconsin, 1982."A Woman's Place and the Rural School." Research by Women Conference, Grand Forks, ND. Fall 1982.

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Literacy continues to be an important issue in the United States as any nation, and literacy among rural populations continues to be an extremely important issue here in Oregon. I have deep respect for the work of the Oregon Writing Project, and I'm eager to be involved in this important work.

Sincerely,

A handwritten signature in black ink, appearing to read 'Suzanne Clark', with a long horizontal flourish extending to the right.

Suzanne Clark